

RTI Elementary: Reading

Professional Development Module
Recommended Practice #3:
Systematic Skill Instruction



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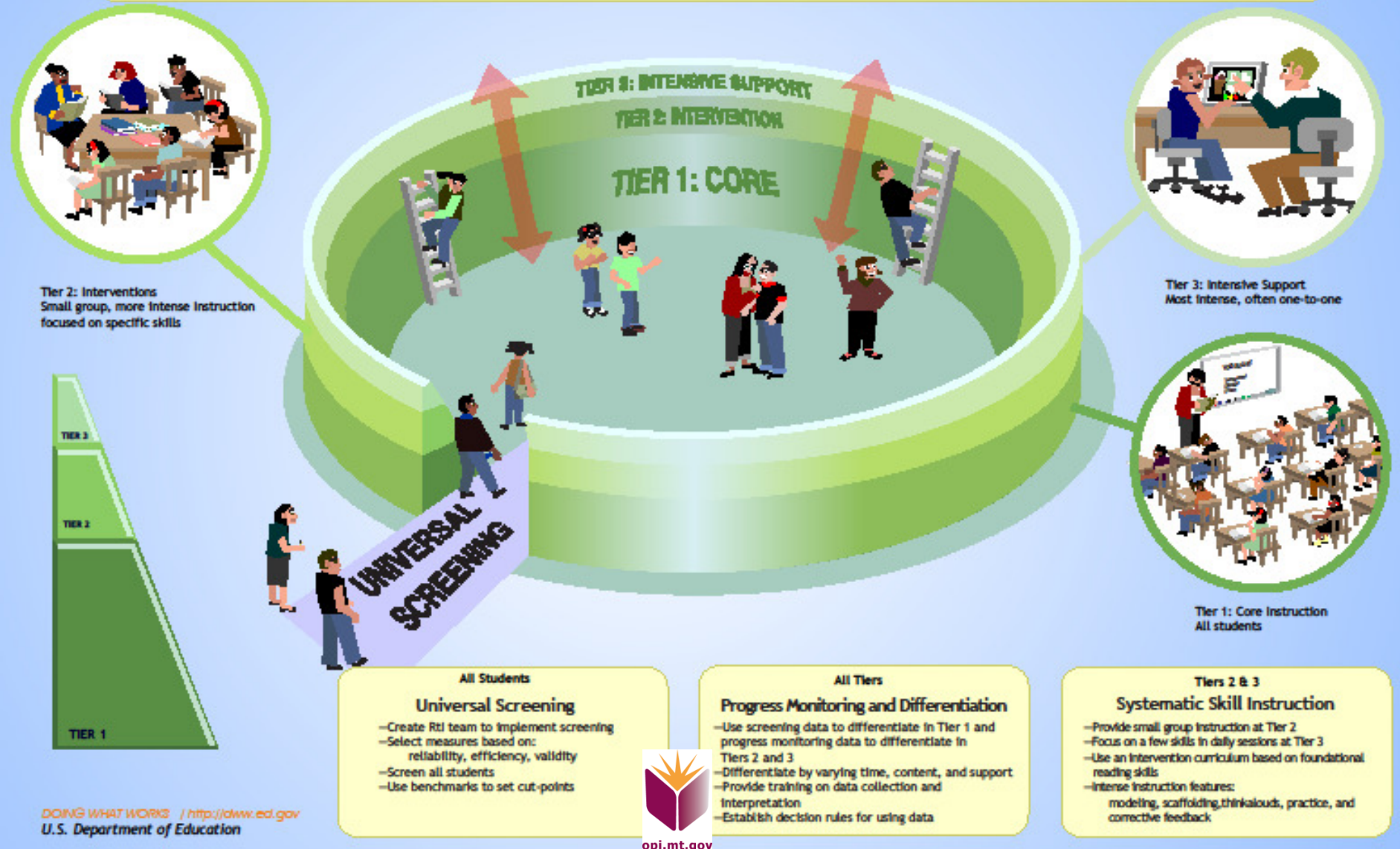


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Response to Intervention Framework in Primary Grade Reading

Response to Intervention (RtI) is a framework for supporting students who are potentially at risk and assisting them before they fall behind. RtI is grounded in high quality core classroom instruction for all students which is then supplemented as necessary by progressively more intensive interventions for students who may struggle with reading or mathematics. Key components of RtI are periodic universal screening to determine which students may need additional instruction and ongoing progress monitoring to ascertain the effectiveness of additional instruction. The RtI framework represents a continuum and is often depicted as a triangle with three tiers of progressive intensity.



Recommended Practices

1. Universal Screenings
2. Progress Monitoring and Differentiation
Based on Data
3. Systematic Instruction

IES Practice Guides

Assisting Students Struggling
With Reading: Response to
Intervention (RtI) and
Multi-Tier Intervention
in the Primary Grades



<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>



Institute of Education Sciences (IES)
What Works Clearinghouse

Practice Organization

- **Practice Summary**



Gain an overview of a practice & see the issues it addresses.

- **Learn What Works**



Understand the research base behind the practice.

- **See How It Works**



Examples of schools engaged in these practices.

- **Do What Works**



Action ideas and examples of tools to improve your own practice.

Plan intensive instruction on
foundational reading skills for students
in Tier 2 and Tier 3 interventions.

Practice Summary





Recommended Practice #3:



Multimedia Overview:

Systemic Teaching in Tiers 2 and 3



60, 30, 15 Partner Activity

Share the ideas about ways to intensify instruction from your notes with a partner.

- Partner 1 Speaks for 60 seconds
- Partner 2 speaks for 30 seconds
- Partner 1 sums it up in 15



Plan intensive instruction on
foundational reading skills for students
in Tier 2 and Tier 3 interventions.

Learn What Works



Key Concepts



- Implement intensive reading interventions on a regular basis.
- Use an intervention curriculum focused on foundational reading skills.
- Provide systematic reading instruction with opportunities for practice and feedback.



Recommended Practice: Systemic Skill Instruction

LEARN:

- View Expert Interview:
Tier 2 Instructional Programs



- Joseph A. Dimino, Ph.D.
Instructional Research Group





Recommended Practice: Systemic Skill Instruction

LEARN:

- View Expert Interview:
Intensive Tier 3 Instruction



- Joseph A. Dimino, Ph.D.
Instructional Research Group





Recommended Practice: Systemic Skill Instruction

LEARN:

- View Expert Interview:

Implementing Reading Interventions



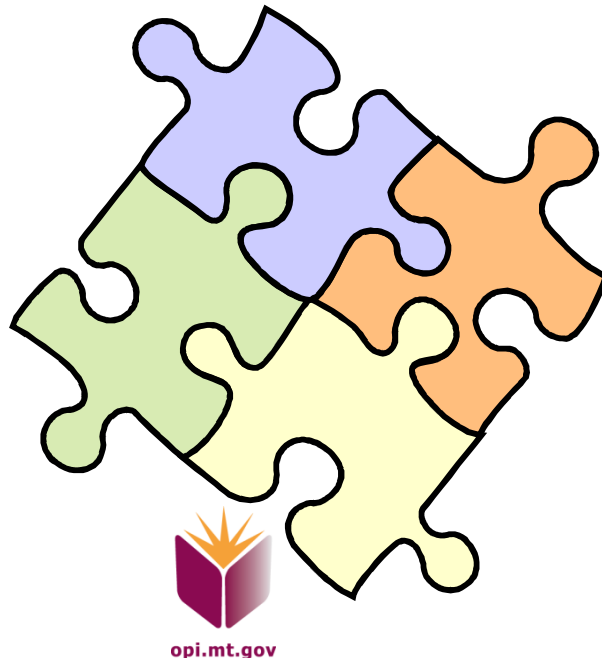
- Sylvia Linan-Thompson, Ph.D.
Instructional Research Group





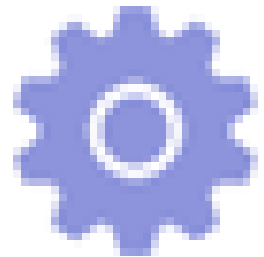
Journal Article Jigsaw

Classroom Reading Instruction
That Supports Struggling Readers:
Key Components for Effective Teaching



Plan intensive instruction on
foundational reading skills for students
in Tier 2 and Tier 3 interventions.

See How It Works





Recommended Practice: Systemic Skill Instruction

SEE:

- Presentation:

Modeling Initial Sounds in Tier 3



- Nancy Bookwalter
Tri-Community Elementary
Steelton, PA





Recommended Practice: Systemic Skill Instruction

SEE:

- Presentation:

Thinkaloud Examples and Comprehension and Phonics

- Nancy Bookwalter

Tri-Community Elementary

Steelton, PA





Core Program Review Tool

A self-assessment tool used by schools to evaluate and select research-based core programs, as well as evaluate present programs.





Wrap-up Activity

1. In groups of four discuss the instructional strategies used throughout this module?
2. What do you believe are the benefits of each method of instruction?
3. What do you believe are the disadvantages of each method of instruction?
4. Which three instructional conditions could you begin using that you believe would produce best results?
5. As a group which one would you want to use if you had to pick one to teach? Why? (Come to a group consensus)



Plan intensive instruction on
foundational reading skills for students
in Tier 2 and Tier 3 interventions.

Do What Works





opi.mt.gov

Action for Building-Level RTI Team



1. Form grade-level teams to learn about the critical reading skills in grades K-2.
2. Provide professional development on systematic teaching strategies.
3. Evaluate current instructional practices.
4. Follow up with training and support to sustain new teaching strategies.

1. Form Grade-Level Teams

- Meet with grade-level study teams to review the critical reading skills.
- Provide copies of the Practice Guide, *Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*. 
- Ask teams to read Recommendations 3 and 5 on intensive, systematic instruction. 
- Show the multimedia overview
- Discuss the skills teachers and specialists are already teaching in core instruction and intensive interventions



1. Form Grade-Level Teams

Assign reading for study group meetings:

- *Teaching Alphabetics to Kids Who Struggle*, an article describing phonological awareness and word recognition instruction
- *Components of an Effective Reading Program*, a brief containing sections on the five essential components of reading



2. Provide Professional Development



- Begin by scheduling a two-hour staff training session to introduce and learn about explicit strategies.
- View the expert interview with Dr. Joe Dimino discussing Tier 2 instruction.
- A reading coach or specialist should demonstrate each explicit strategy.





2. Provide Professional Development



- Show the interview with Dr. Dimino in which he describes ways to intensify instruction at Tier 3.
- Break into small groups to share ideas about how to implement this strategy. B
 - Discuss ways to provide corrective feedback and practice opportunities.
- Provide *Key Components for Effective Teaching* handout.
- Provide a copy of *Providing Instructional Supports Online Module*.



3. Evaluate current instructional practices

- The principal fills out the *Response to Intervention in Primary Grade Reading: Planning Template for Working with Schools* to reflect on current practice 
- Provide the *Teacher Self-Assessment: Improving Systematic Instruction* each staff member to complete. 
- Discuss how classroom teachers and specialists can improve their use of effective strategies at all three tiers.
- Generate a list of supports teachers will need to successfully implement this practice
- Plan professional development sessions based on this information.



4. Follow up with Training and Support

- Follow-up with training and site-based support to help sustain newly introduced practices.
- Collaborate with district leaders to identify sources and funding streams for providing literacy coaches or specialists to observe classroom instruction and consult with teachers.



4. Follow up with Training and Support

- Establish a resource library of print materials and media for teachers to access on their own.
- Explore partnerships with postsecondary education faculty to share knowledge, resources, and staff-sharing opportunities
 - faculty presentation at school staff meetings,
 - course workshop provided by school staff,
 - practicum placements for student teachers at the school

Action for Special Education Coordinator



1. Schedule individual conferences with interventionists to assess their use of explicit instruction.
2. Demonstrate explicit teaching strategies, such as thinkalouds.
3. Follow up with lesson observations and feedback conferences to assist with instructional planning.





1. Schedule individual conferences

- Meet with interventionists to examine their understanding of explicit instruction and their level of confidence in implementing strategies.
- Each teacher should complete the *Teacher Self-Assessment: Improving Systematic Instruction* handout before the conference.
- Use this form to guide interventionists in identifying areas where they feel confident and areas where they may need additional support.





1. Schedule individual conferences

- Watch the expert interview together 
- Discuss Dr. Dimino's recommendations
 - pacing of lessons
 - error corrections
 - providing practice during intensive instruction
- Recommend that interventionists view the multimedia overview sections on grade-appropriate reading skills and explicit teaching strategies on their own. 



2. Demonstrate Explicit Teaching Strategies

- Schedule a group meeting with interventionists.
 - They should come prepared to share one explicit strategy they have used in a recent lesson
 - bring a thinkaloud example to demonstrate in pairs
- Begin the meeting by sharing and compiling a list of the strategies used in Tier 3 interventions.
- Show the thinkaloud video and the explicit instruction slideshow that demonstrates modeling, guided practice, and error correction strategies.




2. Demonstrate Explicit Teaching Strategies

- Discuss similarities and differences interventionists noticed between these demonstrations and their experiences with using the strategies.
- Explore how they can integrate the strategies into upcoming lessons.
- Allow teachers time to practice a thinkaloud in pairs.
- Hand out copies of the *Thinkaloud Survey for Teachers* to use for self-reflection.

3. Follow Up With Feedback



- Use the *the Observing Explicit Reading Instruction, Explicit Instruction Lesson Plan Template tool* to assess a Tier 3 reading lesson. 
- The interventionist should complete the self-reflection form included in this tool.
- Schedule a follow-up conference to provide feedback and collaborate on a plan for improving explicit instruction.

3. Follow Up With Feedback



- Help the interventionist prepare a lesson using the *Explicit Instruction Lesson Plan Template*.
- The interventionist can use the self-reflection form included in the tool to assess their instruction after the lesson.
- Provide the *Five Essential Reading Components* handout.
- Provide the handout *Foundational Reading Skills: Instructional Routines*.



Research Evidence



- Systematic Skill Instruction incorporates research evidence from two Practice Guide recommendations:
 - Provide intensive, systematic instruction in Tier 2 on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (Recommendation 3).
 - Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Recommendation 5).
- Tier 2 Instruction Level of Evidence: Strong
- Tier 3 Instruction Level of Evidence: Low





Key Research

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- Vaughn, S., Mathes, P., Linan-Thompson, S., Cirino, P., Carlson, C., Pollard-Durodola, S., Cardenas-Hagan, E., & Francis, D. (2006). Effectiveness of an English intervention for first-grade English language learners at risk for reading problems. *Elementary School Journal*, 107(2), 153-180.
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